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GINN AND
COMPANY

Libris

*How very stupid
If we could nei-
The many things
They do for us*



Harvard College

THE GIFT

GINN AND C



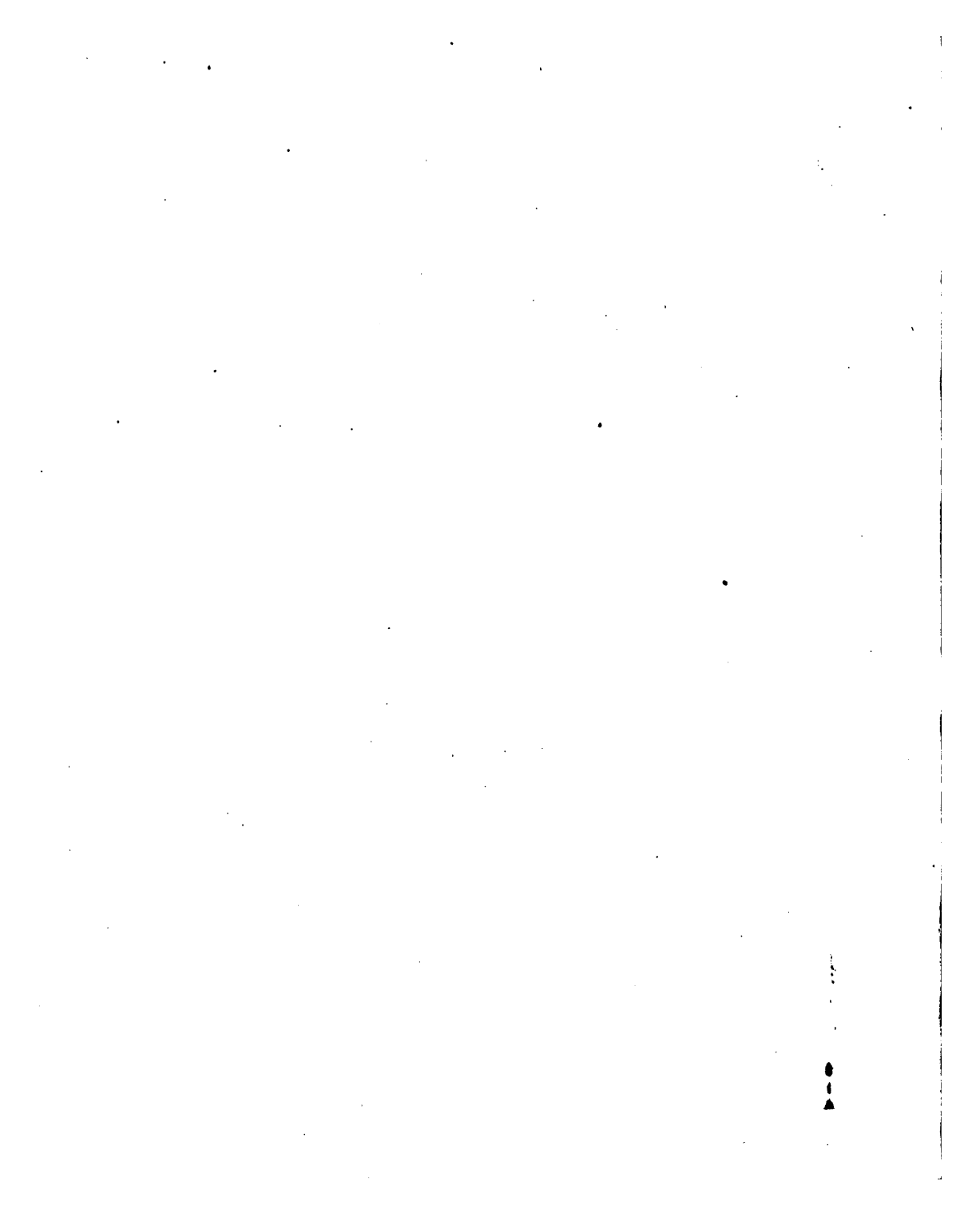
*it would be
ther read nor see
so brave and grand
in Story-land.*





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THE
HOLTON PRIMER

(LIGHTS TO LITERATURE SERIES)

BY

M. ADELAIDE HOLTON

Supervisor of Primary Schools, Salt Lake City



A PHILOSOPHER

RAND, McNALLY & COMPANY
CHICAGO NEW YORK

Adapted from a painting by Lobrichon

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GRANDMA'S SCHOOL DAYS.

Kate Greenway.



BABY STUART.

Van Dyke.

See the baby.

The baby is pretty.

I like the baby.

I like the pretty baby.



"MY KITTY IS PRETTY."

From a Photograph.

Kitty, kitty, kitty.

I like my kitty.

My kitty is pretty.

Jump, pretty kitty, jump.



"BABY LIKES THE KITTY."

See the kitty.

See the kitty play.

The kitty is black.

It is a pretty kitty.

Baby likes the kitty.



"CAN'T YOU TALK?"

Holmes.

Bow-wow! Bow-wow!

I am a black dog.

I am a good dog.

I see the pretty baby.

I like baby.

Bow-wow! Bow-wow!



"HE LIKES TO JUMP."

Jack is my dog.

He is a good dog.

He likes to play.

He likes to jump.

Come, Jack! Come, Jack!

Bow-wow! Bow-wow!



"SEE ME RIDE!"

Barber.

See my horse.

I like my horse.

He is a good horse.

He is a black horse.

I ride my black horse.

See me ride! See me ride fast!

I like to ride fast.



"THIS HORSE CAN TROT."

This horse can trot.

He can trot fast.

He is a good horse.

I like to see a horse trot.

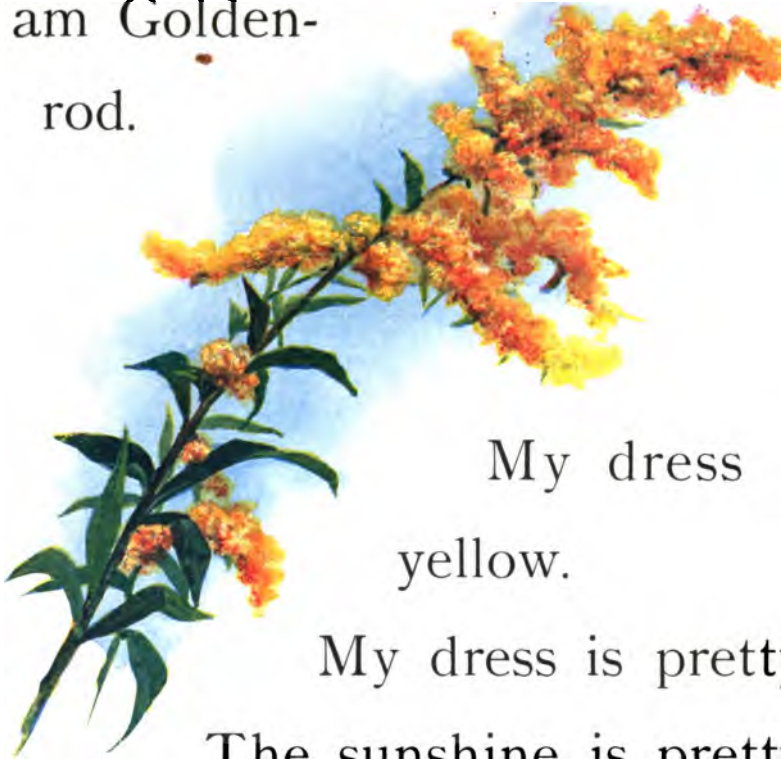
I like to ride a horse.

I like to ride a fast horse.

Bow-wow, I am a good dog.
Bow-wow, I am a black dog.
I can jump.
I can play.
I can see the baby.
I can see the pretty kitty.

The baby is good.
The baby likes the dog.
The baby likes to see the kitty
play.
The baby likes to see the horse
trot.
The baby likes to ride fast.
Come, Jack! See this baby.

I am Golden-
rod.



My dress is
yellow.

My dress is pretty.

The sunshine is pretty.

"I AM GOLDEN ROD."

I like the sunshine.

The sunshine likes me.

I like baby.

Baby likes Goldenrod.



"I GROW BY THE ROADSIDE."

Goldenrod is my name.

I am yellow.

I am tall.

I am pretty.

I grow by the roadside.

Goldenrod likes the sunshine.

(A Blackboard Lesson.)

The goldenrod is yellow,
The corn is turning brown,
The trees in apple orchards
With fruit are bending down.

—HELEN HUNT.

I am a little aster.

I am tall.

I grow by the brookside.

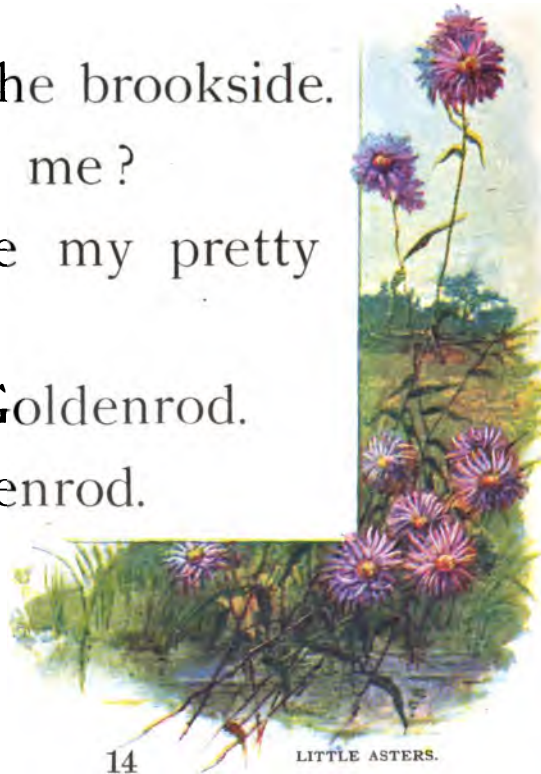
Do you see me?

Do you see my pretty
dress?

I can see Goldenrod.

I like Goldenrod.

Goldenrod
likes me.





I am a maple leaf.
I grow in the sunshine.
I grow on a tall tree.
The tree is pretty.
I am pretty.
I have a red dress.
It is a pretty dress.
Do you like my red dress?
I like it.



MAPLE LEAVES.

Come, little
leaves!

Come, maple
leaves!

The maple leaves
are red.

The leaves are very
pretty.

The wind rocks the leaves.
The wind sings to the leaves.
Red leaves have pretty dresses.

(A Blackboard Lesson.)

“The maple is a dainty maid,
The pet of all the wood,
Who lights the dusky forest glade
With scarlet cloak and hood.”

Goldenrod grows by the brook-
side.

It grows by the roadside, too.

Goldenrod likes the sunshine.

The yellow goldenrod is tall.

The aster grows by the roadside.

The aster grows by the brookside.

The little aster is very pretty.

Come, yellow leaf! Come, red
leaf!

I like you, little leaves.

Do you like me?

Your dresses are red and yellow.

The wind sings to you.

The wind rocks you.



"MAY I EAT YOU?"

Good-morning, apple.
You are a pretty apple.
You are red and yellow.
Do you like the sunshine?
The sunshine likes you.
I like you.
You are good to eat.
I like to eat apples.
May I eat you, pretty apple?



"LITTLE GIRLS LIKE TO EAT ME."

I am a yellow apple.
I grow on a tall tree.
The tree is my mother.
Little boys like to eat me.
Little girls like to eat me.



“WHO WILL BUY?”

Apples! apples! yellow apples!
Apples! apples! nice sweet
apples!

Who will buy? Who will buy?
Yellow apples! apples! apples!
Nice sweet apples! apples!
apples!

Who will buy? Who will buy?

(To be read silently and acted.)



"THROW THE APPLES."

Roll the yellow apples.
Catch the red apples.




Throw the apples, girls.
Catch the apples, boys.



Play fast!

Play fast!



Throw and catch the
apples. 

Eat the red apples, girls.

Eat the yellow apples, boys.



"FLY, PRETTY SEEDS."

This is a milkweed.
It grows by the roadside.
It likes the sunshine.
See the seeds in the pod.
The seeds have pretty wings.
The seeds can fly.
Fly, pretty seeds.
See the seeds fly in the wind!

(To be read silently and acted.)

Blow the milkweed seeds.
Catch the milkweed seeds.
Blow the yellow leaves.
Catch the red leaves.
Throw a yellow apple.
Play you have apples to sell.
Run very fast.

(A Blackboard Lesson.)

THE MILKWEED CASE.

“Cover and case, locked close together,
Filled with a curious kind of feather.
Open the box, you’ll need no key.
Oh! pretty green case, did you grow for
me?”

’Twas only the other day I said,
I must make my dolly a feather bed,
And here is the softest, fluffiest stuff,
Silky and white and plenty enough.”

Who are you?

We are seeds.

Where do you grow?

We grow by the roadside.

Are you pretty? No.

Have you wings? No.

Can you fly? No.

What can you do?

We can ride.

We like to ride.

We ride on little girls' dresses.

We ride on dogs' tails.



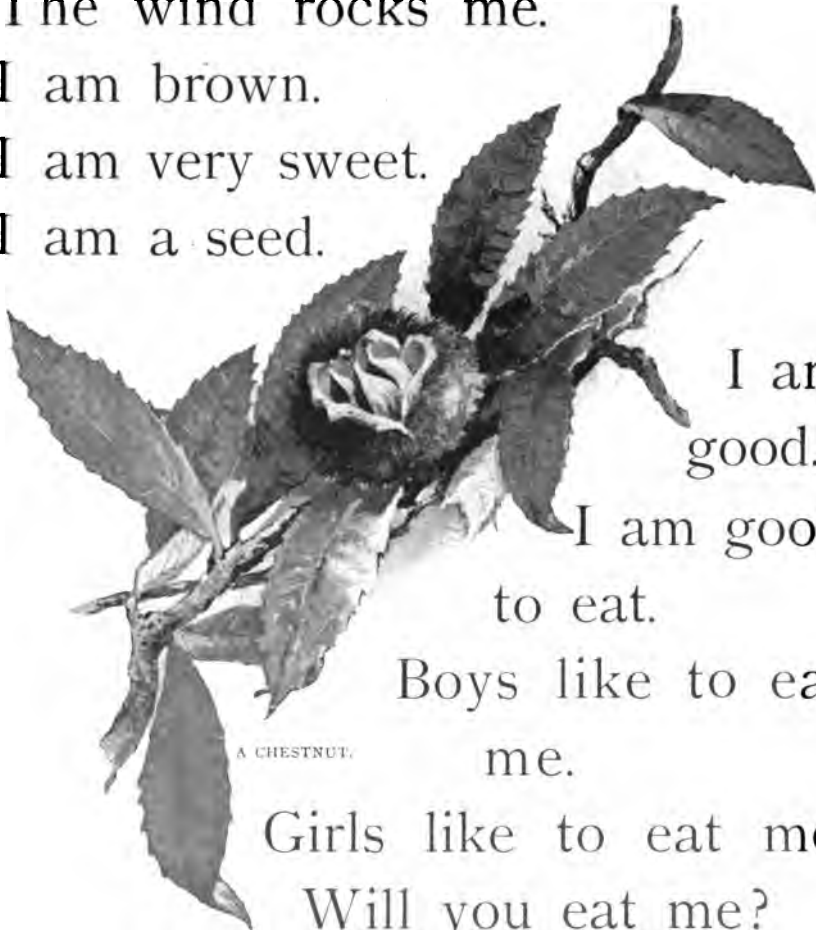
I grow on a pretty tree by the
roadside.

The wind rocks me.

I am brown.

I am very sweet.

I am a seed.



A CHESTNUT.

I am
good.

I am good
to eat.

Boys like to eat
me.

Girls like to eat me.

Will you eat me?

I am a chestnut.

Come, come, boys and girls!

Run very fast.

Play this is a chestnut tree.

See the pretty brown nuts.

Do you like to eat chestnuts?

Who will buy chestnuts?

Who will buy sweet chestnuts?

I have apples to sell.

Apples grow on trees.

Apples have brown seeds.

Boys like apples.

Girls like apples.

My apples are very sweet.

(To be read to the children and placed upon the blackboard for memory work and word drill.)

CHESTNUT TIME.

“What are these upon the ground,
Dressed in satin jackets brown,
Hiding under fallen leaves,
That are scattered by the breeze?
These are chestnuts, brown, you see,
Come to visit you and me.”

A NUT.

“A little brown baby, round and wee,
With the kind wind to rock him,
Slept high in a tree,
And he grew, and he grew till,
Oh, dreadful to say!
He tumbled right out of his cradle one day.
Down, down from the tree-top, a terrible fall!
But the queer little fellow was not hurt
at all!
And sound and sweet he lies in the grass,
And there you will find him whenever
you pass.”



"WHAT LONG EARS YOU HAVE!"

Good-morning, little rabbit.
What long ears you have!
What a short tail you have!
What do you eat, little rabbit?
I eat leaves and grass.
What is your name?
My name is Bunny.



"MY NAME IS BUNNY."

Bunny is my name.

Do you see my long ears?

Do you see my short tail?

I can run and jump.

I eat leaves and grass.

I like apples, too.



"I CAN JUMP."

(To be read silently and acted.)

All play you are rabbits.

Jump. Run.

Eat grass. Eat apples.

Catch the baby rabbits.

All listen to the dog.

Run away, little rabbits; run fast.



"I CAN CRACK NUTS."

I have a long, bushy tail.

I can run and I can jump.

I can climb trees.

I can crack nuts.

I like to eat nuts.

I am a squirrel.



"RUN TO YOUR NEST, LITTLE SQUIRREL."

Good-morning, little squirrel.
Where are you going?
I am going to my nest.
Where is your nest?
My nest is in the tree.
Run to your nest, little squirrel.
My, you can run very fast!
You are a pretty little squirrel.

The squirrel has a bushy tail.
He can climb a tree.
He can run very fast.
He can crack nuts.
He likes to eat nuts.



"I LIKE TO EAT NUTS."

Bunny has a short tail.
He has long ears.
He eats leaves and grass.
He can jump and run.

(A Memory Gem.)

A hole in the log is the squirrel's home,
And a merry fellow is he.
He works all day from morn till night,
As busy as busy can be.

— ELEANOR SMITH.

(To be read to the children and used for word drill.)

THE SQUIRREL'S HOME.

“Where shall we build it, dear? Where
do you say

The very best place would be?’

A squirrel inquired of his wife one day,
Under the shade of a tree.

‘I like the branches just over my head,’
Wee Mrs. Squirrel confessed.

So off in a hurry they both of them sped,
And built a most wonderful nest.

And up in that home among branches
so green,

Close to the top of the tree,
Three little squirrels were soon to be seen,
As pretty as pretty could be.

And oft through the forest the father
would go,

To find the best nuts that he could.
To judge by their actions, they must be,
I know,
The happiest folks in the wood.”

Can you spin,
cater-
pillar?

Oh, yes.

Can you spin
a cradle?

Yes, I can spin a cradle.

Who rocks you to sleep, little
caterpillar?

The wind rocks me to sleep.

Do not go away, pretty cater-
pillar.

Please do not go away.

I like to see you spin.



Crawl, crawl, pretty caterpillar.

Spin a little cradle.

The wind will rock the cradle.

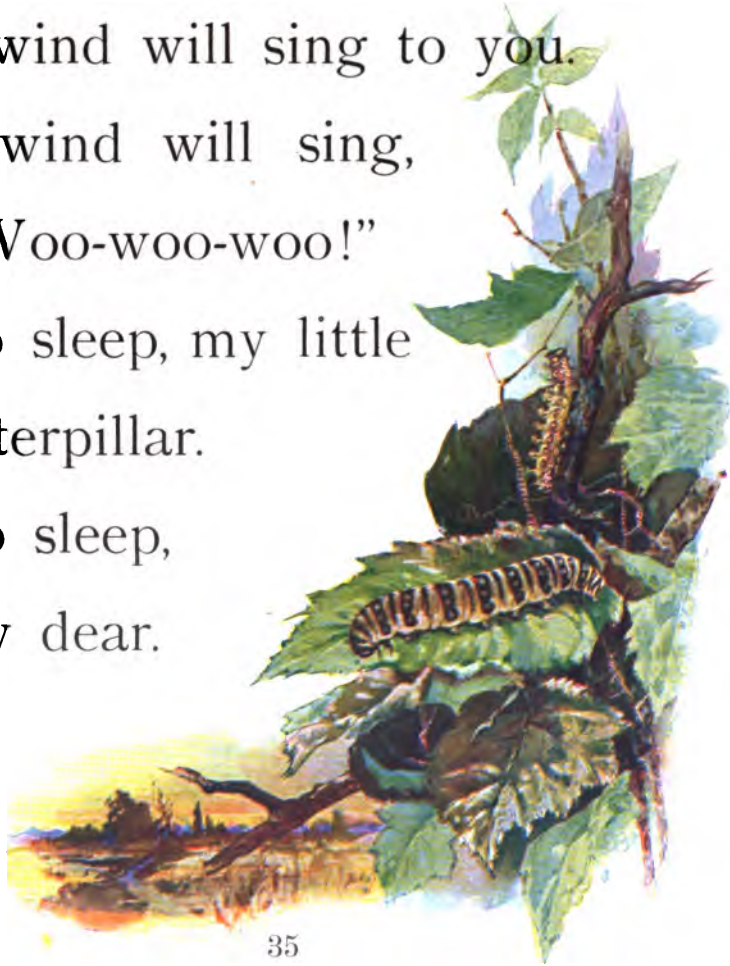
The wind will sing to you.

The wind will sing,

“Woo-woo-woo!”

Go to sleep, my little
caterpillar.

Go to sleep,
my dear.





THE LITTLE CRADLE.

See the pretty little
cradle!

The caterpillar made
it.

The caterpillar is in it.
Rock the little cradle,
old wind.

Sing, "Woo-woo-woo!" old wind.
The little caterpillar will sleep
all winter.

Good-by, little caterpillar.

(A Blackboard Lesson.)

"Rock-a-bye baby, all winter long,
Wrapped in cradle of silk, soft and strong.
Hush-a-bye, hush-a-bye, wrapped soft and
strong,
Hush-a-bye, hush-a-bye, all winter long."



"GOOD-BY, LITTLE BIRDS, GOOD-BY!"

Lava.

See the dear little birds!

Where are they going, mother?

They are going far, far away.

They are going to the sunny
South.

It is warm in the South.

The birds are in the South all
winter.

Good-by, little birds, good-by!



(To be read silently and acted.)

Play you are birds.

Fly, little birds.

Run, little birds.

Go to sleep, birds.

Wake up.

Sing to me.

Eat seeds.

Fly away, little birds.

Fly to the

sunny South.

(To be written upon the blackboard, read to the children, and used for a word drill.)

THE BIRDS' FAREWELL.

“OUR DEAR LITTLE MAID,

We must bid you good-by,
For November is here and it's time we
should fly

To the South, where we have an engage-
ment to sing,

But remember this, dear, we'll return in
the spring.

And if while abroad we hear anything new,
We'll learn it, and sing it next summer
to you,

In the same little tree on the lawn if you'll
let us.

We're sorry to leave you—too sorry for
words,

And we'll always remain,

Yours sincerely,

THE BIRDS.”

Where are you going, rabbit?

I am going to run away.

Where are you going, little
squirrel?

I am going to my nest.

Where are you going, cater-
pillar?

I am going to my winter cradle.

Where are you going, pretty
bird?

I am going to the warm South.

Good-by, rabbit!

Good-by, little squirrel!

Good-by, caterpillar!

Good-by, pretty bird!



"THANK YOU, MR. MILKMAN."

Good-morning, Mr. Milkman.

Good-morning, little girl.

Have you sweet milk to sell?

Yes, my milk is all sweet.

May I have a quart?

Yes, a quart of sweet milk.

Thank you, Mr. Milkman.



“woo-woo-woo!”

Hear the North wind sing!

It sings, “Woo-woo-woo!

Where are you? Where are
you?”

It sings, “Woo-woo-woo!

I will get you. I will get you.

Woo-woo-woo!”



"HE LIVES IN THE FAR, FAR NORTH."

Ho! ho! Jack Frost
has come.

Jack Frost can bite.

He can bite very hard.

He bites the little leaves.

He bites the pretty flowers.

He bites girls and boys.

Jack Frost is cold.

He lives in the far, far North.



Hello, Jack Frost!
What did you do last
night?


I made the nuts fall.

I made the leaves
fall. 

Is that all you did?

No, I made a squir-
rel go to sleep.

I made a little girl
cry.

Run, or I will make
 you cry.



"I MADE THE LEAVES FALL."



"THE NORTH WIND SINGS, 'WOO-WOO-WOO!'"

Jack Frost is a funny fellow.

He bites little girls.

He bites little boys.

He makes little girls cry, "Oh!
oh! oh!"

He makes little boys cry, "Ho!
ho! ho!"

The North wind sings, "Woo-
woo-woo!"

The birds are far, far away.

The pretty flowers are asleep.

The caterpillar is in its cradle.

The squirrel is in its nest.



How do you do, boys and girls?

I am a big, big bear.

I am going away.

I am going to sleep.

I sleep a long, long time.

I sleep all the cold winter.

Good-by! good-by!

Did you see the bear, Ned?
No, I did not see him.
Oh, he was so big and black!
He said he was going to sleep.
I am glad he has gone to sleep.
Sleep a long time, old bear.
Sleep all winter.
Good-by!

(To be written on the blackboard, read to the children, and acted.)

The loud winds are calling,
The ripe nuts are falling,
The squirrel now gathers his store.
The bears, homeward creeping,
Will soon all be sleeping
So snugly till winter is o'er.

— EMILIE POULSON.



Oh!

oh!

oh!

"OH! OH! OH!"

I am the father bear.

I am the mother bear.

I am the baby bear.

Who has tasted of my soup?

Who has tasted of my soup?

Who has eaten all
my soup?

Oh! oh! oh!



Who sat in my chair?

Who sat in my chair?

Who broke my chair?

Oh! oh! oh!

Who has been in my bed?

Who has been in my bed?

Who is in my bed now?

Oh! oh! oh!

Run, little girl!

Run, little
girl!

The bears will
catch you.



(To be read silently and acted.)

Mary may be the mother bear.

Jack may be the father bear.

Frank may be the baby bear.

Nell may be the little girl.

Taste of the soup, Nell.

Sit in the chairs, little girl.

Bears, come home.

Taste of your soup.



Baby bear, cry.

Sit in your chairs, bears.

Say what the bears said.

Run after the little girl.

Run home, little girl, run!

How glad I am to see you, Mary!
I have a pretty new chair.
My mother gave it to me.
You may sit in my chair.
The chair is very pretty, Nell.

Good-morning, Frank. Where
are you going?

I am going to see the big black
bear.

Where is he?

He is fast asleep.

It is winter.

Will he bite you?

No, he will not bite me.

He is far, far away.

Listen, listen to the turkey!

Gobble-gobble! I am
afraid.

Gobble-gobble! Do
not catch
me.



Gobble-gobble! Do
not eat me.

Gobble-gobble! I do
not like Thanks-
giving.



Gobble-gobble! Gobble-gobble!

Mary and Nell are happy to-day.
Can you tell why?
This is Thanksgiving Day.
We are all happy to-day.
We give thanks to God.
We thank God for the sunshine.
We thank God for food.
We thank God for all good.

(A Blackboard Lesson.)

“The happy thank-you day has come,
And harvest time is past.
We’ve gathered fruits and nuts and grains;
We’ll say good-by at last.
Good-by to Autumn, Autumn dear,
And with our parting words
We’ll sing our thanks to God above,
For fruits and trees and birds.”

(To be read to the children and used for word drill.)

THE MOUSIE'S THANKSGIVING.

'Twas Thanksgiving Day, and a little
brown mouse

Sat busily thinking alone in her house.

The little mouse-babies had gone out to
play

With the gray mouse's children just over
the way.

And O, how they wanted a Thanksgiving
treat!

But there wasn't a crumb in the cupboard
to eat.

Mousie sat a few minutes, then ran through
the entry,

And down the long stairs and into the
pantry.

There were puddings and pies and cake
on the shelf,

The mouse-mother thought she would just
help herself.

She took a small piece of everything there;
Then fastened the closet and ran up the
stair.

She put on the table bread, butter, and
cheese,

Some nice jelly-roll and a tart, if you
please.

The little mouse-babies came home very
soon,

Each put on her bib and took her small
spoon.

Then they ate and they nibbled, they
nibbled and ate,

Not a crumb did they leave upon saucer
or plate.

And they said, as they put spoons and
bibs all away,

'Twas the jolliest kind of a Thanksgiving
Day.

— ELLEN A. HOLMES.



"HURRAH FOR THE SNOW!"

Hurrah! The snow has come.
Now it is winter.
We will have fun.
The snow is very white.
The snow is cold.
The snow is on the trees.
The snow is on the grass.
Hurrah, hurrah for the snow!



"SNOWBALL! SNOWBALL!"

Snowball! Snowball!
Hurrah for snowball!
Come, boys! Let us play.
I will be the captain.
You must make round balls.
You must make large balls.
What fun it is to play snowball!
Hurrah for the snow! Hurrah
for the snow!



"ISN'T HE A FAT MAN?"

I made this
big snow
man.

Isn't he a fat
man? Ha,
ha!

He is not
pretty.

He can not run and jump.

This snow man has no hair.

I will put my cap on him.

Ha, ha! How funny you look,
old snow man!

(To be read silently and acted.)

We will all play
snowball.

Boys, form in
line.

Girls, form in
line.

Make snowballs.

Make the snowballs
round.

Throw the snowballs.

Throw, throw, throw!



“THROW! THROW!”

(A Memory Gem.)

“Whirling, twirling, merrily they go,
Fluttering and dancing, the little flakes of
snow;

On the house tops, soft and light,
On the fences, gleaming white.”



Christmas is coming.
Santa Claus is coming, too.
Boys and girls will be happy.
I am glad Christmas is coming.
I will be a good girl.
Santa Claus comes to good girls.
Come to see me, Santa Claus.

See this
baby.
He is fast
asleep.
He is
beautiful.
The
mother
is beau-
tiful, too.



"THIS WAS A CHRISTMAS BABY."

Ferruzzi.

This was a Christmas baby.
This beautiful baby was born
long, long ago.
We all love this Christmas baby.
This is the Christ Child.



"COME, SANTA! COME, SANTA!"

Hurrah, hurrah, hurrah!

Santa Claus comes to-night.

Santa Claus lives in the far, far
North.

Santa Claus has a big sleigh.

He has reindeer for horses.

He makes the reindeer go very
fast.

Come, Santa! Come, Santa!

The boys and girls want you to
come.

(Blackboard Lessons.)

'Twas the night before Christmas, when
all through the house
Not a creature was stirring, — not even a
mouse;
The stockings were hung by the chimney
with care,
In hopes that St. Nicholas soon would be
there.

— CLEMENT C. MOORE.

Everywhere, everywhere, Christmas to-
night!
Christmas in lands of the fir-tree and
pine,
Christmas in lands of the palm-tree
and vine,
Christmas where snow-peaks stand solemn
and white,
Christmas where cornfields lie sunny and
bright.
Everywhere, everywhere, Christmas to-
night!

— PHILLIPS BROOKS.



"I LIKE SANTA CLAUS."

Merry Christ-
mas! Merry
Christmas to
all!

Dear Santa
Claus came
last night.

I did not see him.

He gave me this beautiful doll.

He gave me a red chair.

He gave me a cradle for my
doll!

O, I am so happy! I am so
happy!

I like Santa Claus.



"A HAPPY NEW YEAR TO ALL!"

Good-morning, little baby.
We are glad to see you.
What shall we name you?
We will name you Happy New
Year.

Isn't that a funny name?
It is a good name for you.
I think you are saying, "A Happy,
New Year!"

A Happy New Year to all!"

The reindeer lives in the North.

It is cold in the North.

The reindeer likes the cold.

The reindeer likes the snow.

Will you give me a sleigh ride,
reindeer?

I like to ride very fast.

The pretty white snow is on the
trees.

The sleigh bells ring.

The flowers are all asleep.

The bears are asleep.

The cold North wind blows.

The boys play snowball.

This is the New Year.

This is Hiawatha.

He lives with his grandmother.

His grandmother sings to him.

He lives in a wigwam.

The wigwam is by the
Big-Sea-Water.

The Big-Sea-Water is
beautiful.

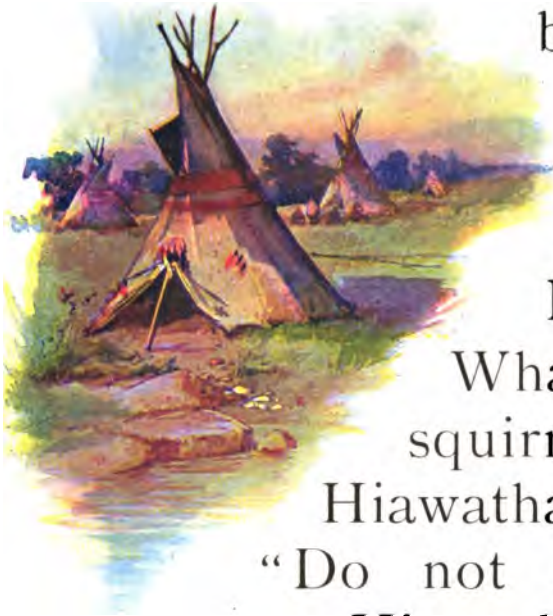
Hiawatha is a good boy.

He plays with the
squirrels.

He plays
with
the
rabbits.

A colorful illustration of Hiawatha, a Native American boy, lying on his stomach in a grassy field. He is wearing a feathered headband and a loincloth. He is holding a green leaf in his right hand, offering it to a brown rabbit that is sitting next to him. The background shows a landscape with hills and a blue sky.

"HE PLAYS WITH THE RABBITS."



HIAWATHA'S HOME.

What did the
bird say to
Hiawatha?

“Do not
shoot me,
Hiawatha.”

What did the
squirrel say to
Hiawatha?

“Do not shoot me,
Hiawatha.”

What did the rabbit say to
Hiawatha?

“Do not shoot me, Hiawatha.”
Hiawatha loved the birds and
squirrels.

Hiawatha did not shoot the
rabbits.

(Blackboard Lessons and Memory Gems.)

By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis.

There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden cradle.

Stilled his fretful wail by saying,
“Hush! The naked bear will hear thee!”
Lulled him into slumber, singing,
“Ewa-yea! my little owlet!”

Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them “Hiawatha's Chickens.”

—HENRY W. LONGFELLOW.



MR. ESKIMO LIVES HERE.

See this house, Ned.
Mr. Eskimo lives in it.
This house is made of snow.
Mr. Eskimo has to crawl into
his house.
He eats fat and he likes it.
He has a fur dress.
It keeps him warm.



"GIVE ME A RIDE, LITTLE ESKIMO."

This is an Eskimo boy.
He lives in a snow house in the
far North.
He plays in the snow all day.
He has a sled.
Dogs draw the sled and he rides.
The dogs go very fast.
Give me a ride, little Eskimo
boy, will you?
I have no dogs to draw my sled.



"MY VALENTINE."

This is my beautiful valentine.
It came last night.
I like the pretty flowers on it.
My valentine says, "I love you."
Did you get a valentine, Mary?
I am glad you did.



Hurrah for the red, white,
and blue!

We love our beautiful flag.

It is red, white, and blue.

I like to see the flag wave.

Wave, wave, beautiful flag!

(A Blackboard Lesson.)

And the star-spangled banner, O, long may
it wave

O'er the land of the free and the home of
the brave!

—FRANCIS SCOTT KEY.

O, mother, I am very happy.
I have a pretty flag.
It is red, white, and blue.
I like to wave the flag, mother.

Come, Jack! Come, Jack!
You are a good dog.
Will you draw my sled?
My sled has bells on it.
My father gave it to me.
He gave it to me Christmas.
Give me a fast ride, Jack.
Jack is a good dog. Jack is a
good dog.

Blow, old March wind,
blow.

Blow the cold
away.

Fly the kites for
the boys.



Blow, Blow.
Make them go fast,
March wind.

Make them fly
high, old March
wind.

"BLOW, OLD MARCH
WIND."

I like to have you blow.



"WE WILL ALL PLAY MARBLES."

Come on, boys!
Come and play marbles.
I have a big bag full.
They are red and white and blue.
We will all play marbles.
I like to play marbles.
March is a good time to play
marbles.

Listen to the April rain!
It goes, rap-tap-tap, rap-tap-tap!
April brings the birds.
April brings the leaves.
April brings the flowers.
I am glad April has come.
Rap-tap-tap, rap-tap-tap!

(A Memory Gem.)

The rain is raining
 all around,
 It falls on field and
 tree.
It rains on the umbrellas
 here,
And on the ships
 at sea.

— ROBERT LOUIS STEVENSON. "THE APRIL RAIN."





"I SAW JUMBO!"

I have been to the circus.
Hurrah for the circus!
I saw the monkeys.
I saw the horses.
I saw Jumbo.
I gave pop corn to Jumbo.
It is fun to go to the circus.
Hurrah! Hurrah!

Come and play circus, boys.
I will be the pop-corn boy.
Pop corn! Pop corn!
Hot buttered pop corn!



Who will buy? Who
will buy?

Pop corn! Pop corn!
Five cents a
bag!

"POP CORN! POP CORN!"

I saw a monkey at the circus.
He had a red dress and a blue cap.
The monkey had a little bell.
He rang the bell.

All the boys and girls ran
to see the monkey.

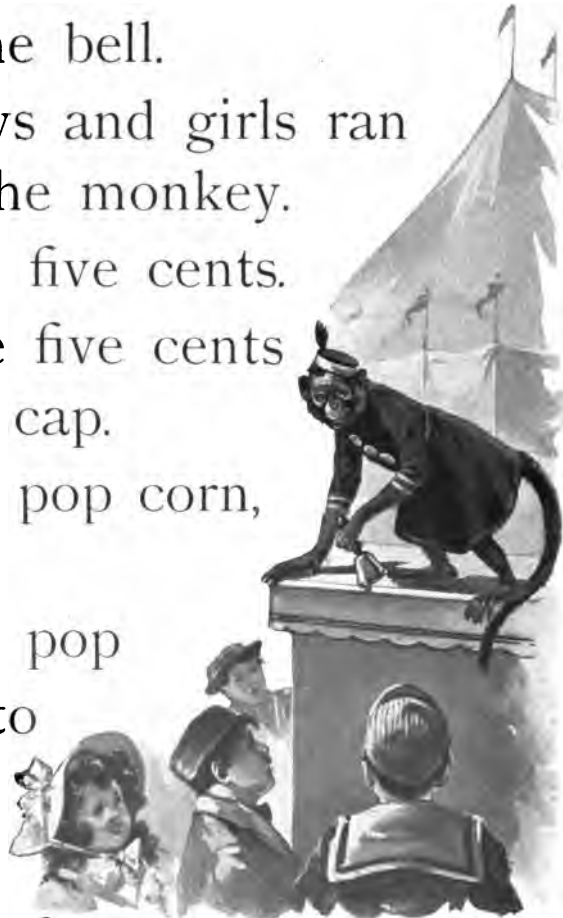
I gave him five cents.

He put the five cents
into his cap.

I gave him pop corn,
too.

He put the pop
corn into
his cap.

Monkeys
are very funny.



"HE RANG THE BELL."

My mother gave me ten cents.
I will buy a red, white, and blue
flag.

I will buy a pretty valentine.
I will give the valentine to
Hiawatha.

I will buy a bag of pop corn.
I will eat the pop corn.

We will have fun to-day.
We will fly our new kites.
We will play marbles.
We will wave our flags.
March is the time for fun.
April is the time for fun.

How do you do, South wind?

I am glad to see you.

My name is Pussy Willow.

I have been asleep so long.

Have you been asleep?

I have a pretty fur hood.



I grow by the
brookside.

I like the warm sunshine.

I like the April rain.

I will call the April
flowers.

I will call the
pretty birds.



“Oh, you pussy willow,
Pretty little thing!
Coming with the
sunshine
Of the early
spring;

Tell me, tell me, pussy,
For I want
to know,
Where it is you
come from,
How it is you
grow?”



I saw a robin this morning.
I know it was a robin.
How do you know it was a
robin?

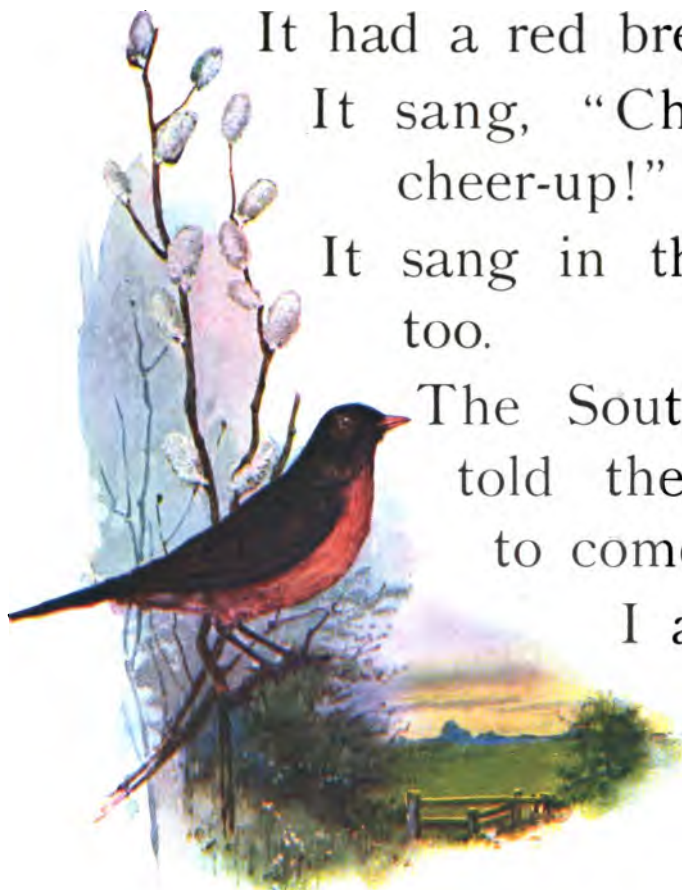
It had a red breast.

It sang, "Cheer-up,
cheer-up!"

It sang in the rain,
too.

The South wind
told the robins
to come.

I am glad
to see
the
robins.



"IT SANG, 'CHEER-UP!'"



Two little birds sat
in a tree.

They sang a sweet
song.

They said, "How blue the
sky is!

How pretty the flowers are!
What a big apple tree this is!
We will make a nest in it.
We are very happy birds.
We will sing, 'Cheer-up, cheer-
up!'"

Two robins built a nest.
They built it in our apple tree.
Baby robins are in the nest.
The baby robins like worms.
The father and mother
robins feed them.
They are very hungry
babies.
They eat many, many
worms.
They grow very fast.
The father robin sings
to the babies.
He sings,
“Cheer-up,
cheer-up!”



(To be read silently and acted.)

All play you are robins.

Fly to the North.

Sing to me, robins.

Find a worm, robins.

Fly away with the worm.

Give the worm to the little birds.

Sing, "Cheer-up, cheer-up, cheer-up!"

Put your heads under your wings,
robins.

The robins have come North.

The robins like the North.

The robin sings, "Cheer-up!"

The robins sing in the rain.

The robins built a nest in the
apple tree.

Baby robins are very hungry.



"VIOLETS BLUE."

Violets blue, violets
blue.

Violets for you,
little girls.

Violets for you,
little boys.

They have
come to

make you happy.

They have come to tell you it
is spring.

The South wind called them.

The sunshine and the rain made
them grow.

O, the pretty, pretty violets!

How do you do, South wind?
Did you bring the sunshine?
How do you do, pussy willow?
Have you been asleep all winter?
Good-morning, robin.
How red your breast is.
I like to hear you sing, "Cheer-
up, cheer-up!"
Will you make a nest in our
apple tree?
Good-morning, pretty violets.
How did you know it was spring?
Did the South wind tell you?
I like you all.
I think you have come to make
me happy.
Good-morning, good-morning.



Coleman.
"O, SWING ME HIGH!"

Come and see my
swing, Mary.

My father made it
for me.

It is in the large
apple tree.

Do you like to swing,
Mary?

I will swing you very high.

Do not be afraid.

You will not fall.

Isn't it fun to swing high, high,
high?

You may swing me now.

I am not afraid.

O, swing me high, high as the
blue sky!

(Blackboard Lessons.)

THE SWING.

How do you like to go up in a swing,
Up in the air so blue?

Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside.

Till I look down on the garden green,
Down on the roof so brown.
Up in the air I go flying again,
Up in the air and down!

—ROBERT LOUIS STEVENSON.

“How very happy a bird must be,
Swinging high on the top of a tree.”



"JUMP, OLD FROG, JUMP!"

Here is a frog.
See him jump.
Jump, old frog, jump!
He has a big mouth.
See him catch the fly!
Frogs like to eat flies.
The frog can sing.
He sings at night.
He sings me to sleep.
He sings, "Ump! Ump! Ump!"

May I play with Mary, mother?

Yes, my dear.

Thank you, mother.

Mary and I will have fun.

We will play in the swing.

We will swing high.

The robin will sing to us.

He will sing, "Cheer-up, cheer-
up!"

Good-by, mother!

Good-by, dear!

The sky is very blue.

The sunshine is warm.

The pretty birds are singing.

It is a beautiful morning.



“THE BABY CHICKS ARE HUNGRY.”

Here is Mother Hen.
She has baby chickens.
Mother Hen is hungry.
Baby chicks are hungry, too.
Come, Mother Hen; come, baby
chicks; here is some food.
Where do the chicks go at night?
Where do the chicks go at night?

(A Memory Gem.)

Where do the chickens go at night?

Heigh-ho! Where do they go?

Under the breast of their mother they rest,

Finding her feathers a soft, fluffy nest;

And there's where the chicks go at night.

Heigh-ho!

Yes, there's where the chicks go at night.

— L. FRANK BAUM.

Hear the frogs sing.

They sing, "Ump! Ump! Ump!"

They like the warm rain.

See the hen and chickens run.

Are you afraid of the rain, old
hen?

I like to have it rain hard.

It is fun to go out in the rain.



"WHAT A PRETTY LAMB!"

Where are you going, Nell?
I am going to feed my lamb.
May I go, too?
O, yes, do come.
I have milk for her.
What a pretty lamb!
She is a snow-white lamb, Nell.
I wish I had a lamb.



"THE SKY IS FALLING."

Chicken Little was playing.
Something fell on her tail.
It was large.
It was hard.
Chicken Little was afraid.
She said, "The sky is falling.
I will run.
I will run and tell Hen Pen."



“A PIECE OF IT FELL ON MY TAIL!”

“Hen Pen, the sky is falling.”

“How do you know, Chicken
Little?”

“I saw it with my eyes.

I heard it with my ears.

A piece of it fell on my tail.”

“We will run and tell Turkey
Lurkey,” said Hen Pen.

“Turkey Lurkey, the sky is falling.”

“How do you know, Hen Pen?”

“Chicken Little told me.”

“How do you know, Chicken
Little?”

“I saw it with my eyes.

I heard it with my ears.

A piece of it fell on my tail.”

“We will run and tell Foxy Loxy.”



“WE WILL RUN AND TELL FOXY LOXY.”



“HOW DO YOU KNOW, CHICKEN LITTLE?”

“Foxy Loxy, the sky is falling.”

“How do you know, Turkey
Lurkey?”

“Hen Pen told me.”

“How do you know, Hen Pen?”

“Chicken Little told me.”

“How do you know, Chicken
Little?”

“I saw it with my eyes.
I heard it with my ears.
A piece of it fell on my tail.”
“Come with me,” said Foxy Loxy.
“Run into my den.”
They all ran into Foxy Loxy’s
den, and they never came out.



“AND THEY NEVER CAME OUT.”



Go to sleep, little boys.
Close your eyes, downy
chicks.
Get under your mother's wings.
Lie down, old horse.
Sleep, little
lambs, sleep.
Fly to your
warm nests,
little brown birds.
Close your eyes, pretty violets.
Night is here.
So, good night!
Slumber on till
morning light;
Slumber till
another morrow
Brings its stores of joy and sorrow;
Fearless in the Father's sight,
Slumber on. Good night! (From the German of KÜRNER.)

A WORD ABOUT THE BOOK.

This book is designed as a reader for the Little Men and Little Women in the primary grade who take up so bravely the task of learning to read. In order to lessen the obstacles before them the subject-matter has been varied and based upon the children's natural love of animals, of games, and of play, of nature's wonderful lessons, of poetry and of stories.

For the same reason the lessons increase in difficulty very slowly. Observation has shown that child development is slow. The power to read long sentences or long stories is not often gained in a few months; so this book has been made a primer from beginning to end, and every lesson can be read by the children with ease and pleasure. It has been the author's intention to give the child a large amount of easy reading matter before asking him to follow a long and involved sentence or story.

The child's inborn desire to act and his love of play are provided for by the introduction of lessons that are to be read silently and acted, instead of being read orally. These action lessons serve the double purpose of giving freedom and of creating the desire for silent reading.

Poetry is introduced very early and is continued throughout the book, because all children love it and respond to its quieting and refining influence. It is arranged in relation to the subjects treated, thereby relieving teachers of hours of tedious search after suitable poetry for the next day's lesson.

Script is omitted because all primary teachers give daily script lessons from the blackboard, and because when books are used the object is to read print. Children want the print and read it with more interest and pleasure than they do script.

It is now quite generally believed that words should be taught in their relation to each other, and that thought-getting, or the appreciation of thought gained, is the fundamental point upon which good expression is based; therefore, this book contains no isolated words or disconnected sentences.

An effort has been made to have each lesson a short, complete story, clear in outline, definite in object and full of interest for the child, so that the gaining of the thought will be easy and good expression a natural result. The review work is given in the form of new, connected stories and not in isolated sentences.

It is hoped that this little primer will make reading a joy to the children using it, and that its simplicity and its suggestions will remove a few of the stumbling blocks from the paths of teachers of primary reading.

Grateful acknowledgment is made to the publishers who have allowed the use of poems and other matter.

SUGGESTIONS TO TEACHERS.

Reading is a center around which the entire work of the primary school should revolve and, when taught in the light of the new century, it includes sense training, voice culture, games and plays, imaginative work, reasoning and character building.

The avenues leading to and from reading are manifold, and the best teachers of our country are seeing and using them.

METHOD.

A combination method composed of the strongest points of the Thought, Action, Word, and Phonic methods is advised. The Thought Method secures the right spirit, which is the real object of reading, smoothness, naturalness, and excellent reading matter. The Action Method connects school and play, gives physical exercise, helps expression, quickens perception, arouses interest, and makes the children happy. The Word Method gives drill upon words, helps to avoid guessing, and hastens results. The Phonic Method gives the key to independence, removes the necessity of overtaxing the visual memory, gives vocal training, helps enunciation, and gives conscious strength in making out new words and in the recognition of old ones.

HELPFUL POINTS.

1. The first work should be in script and upon the blackboard.
2. Develop a subject and get the children interested in it by giving reading lessons upon that subject.
3. Use objects whenever they can be secured. Use pictures freely.
4. During the first six weeks give one action reading lesson and one animal or nature reading lesson each day.
5. Books should not be put into the hands of the children until they read script easily.
6. After the books have been introduced, give one blackboard lesson and one lesson from the book each day.
7. Expect good expression from the first.
8. Secure good expression by giving the right matter, by using action work, by leading the children to forget self and to appreciate the thought.
9. Teach phonics at a separate period from reading.
10. Begin phonic work six weeks or two months after the opening of school.
11. As the teacher is, so is the reading.

PLAN FOR A NATURE LESSON.

Present an object and lead the children to talk about it in a natural way. When a desirable sentence is given, as, "The flower

is pretty," write it upon the blackboard and have it read. As other sentences are given, write them and have them read. Attention may be called to one or two words and they may be written apart from the sentences and drilled upon, if desired.

At first only three or four different sentences should be given in a lesson, and those should be written several times. Later in the year as many as a dozen can be given in one lesson.

PLAN FOR ACTION WORK.

Place an action word, as, *jump*, upon the blackboard. The teacher should perform the action and tell the children that the word told her what to do and that it tells them the same. "What does it tell you to do, John?" "It tells me to jump." "You may do it." "Mary may jump." "What did you do, Mary?" "I jumped." "Who was it that jumped, Alice?" "It was Mary who jumped." "Who was it that jumped, Mary?" "It was I who jumped," etc.

Use many action words, as, *run, drink, fly, sing, walk, throw, hop, and laugh*, in the same way.

Write a sentence upon the board, as, "Blow the horn." The teacher should perform the action. The children understand that the sentence told her to do what she did. Then have the action performed by one of the children and the sentence read. Give many action sentences, keeping up the review of the old and adding new ones daily.

After a few weeks, action words and sentences can be made into complete games, as shown by the "Bird Game" and "Snowball Game," on pages 38 and 59 of this primer.

Action reading is an excellent exercise in silent reading. The children read with an object, and they get pleasure from reading and from showing that they have read. The action sentences should be read silently and the actions performed to show that intelligent work has been done. If oral expression is desired, it should be gained after the acting has been done. Children love to hear such a story, as, "Little Red Riding Hood," and they love to act it. This kind of acting gives natural expression in reading, causes self-forgetfulness, and makes children happy.

PLAN FOR MYTH OR STORY WORK.

Tell the story to the children as graphically as possible. Use many of the idioms of the author. Have the children tell the story to you. The teacher may tell one part and a child tell another part of the same story.

Ask the children to act certain parts. Have the whole story acted and told.

Write a few simple sentences from the story upon the blackboard and have them read.

PLAN FOR PHONIC WORK.

1. Train the ear to recognize sounds.
2. Train the voice to imitate sounds.
3. Train pupils to give sounds from the characters.
4. Train pupils to think sounds from the characters.
5. Train pupils to recognize words when sounded by the teacher.
6. Train pupils to imitate the words sounded.
7. Train pupils to sound words from characters and to give the words sounded.
8. Train pupils to think or sound silently words expressed by characters.
9. Train pupils to know and to give the words sounded silently.
10. Teach pupils to make out unfamiliar words in lists.
11. Teach pupils to make out new words when they appear in sentences.

Success in phonic work is certain if the above points are carefully followed.

M. ADELAIDE HOLTON.

SALT LAKE CITY, UTAH.

GUIDE TO PRONUNCIATION.

The following key explains the symbols which are used in the vocabulary of The Holton Primer to indicate the pronunciation of the words. It is based upon the latest edition of Webster's International Dictionary.

<p>ā - - - - as in fāte.</p> <p>ă - - - - as in pref'ăce.</p> <p>â - - - - as in âir.</p> <p>ă - - - - as in ădd.</p> <p>ä - - - - as in fär.</p> <p>à - - - - as in gräss.</p> <p>ą - - - - as in ąll.</p> <p>ē - - - - as in ēve.</p> <p>ê - - - - as in ê-vent'.</p> <p>ě - - - - as in ěnd.</p> <p>ě - - - - as in hěr.</p> <p>ī - - - - as in īce.</p> <p>î - - - - as in î-de'a.</p> <p>ï - - - - as in pïn.</p> <p>ó - - - - as in rōw.</p> <p>ô - - - - as in ô-bey'.</p>	<p>ô - - - - as in lôrd.</p> <p>ǒ - - - - as in nǒt.</p> <p>ū - - - - as in ūse.</p> <p>û - - - - as in û-nite'.</p> <p>ǔ - - - - as in ǔp.</p> <p>û - - - - as in fûrl.</p> <p>ų - - - - as in rųde.</p> <p>u - - - - as in full.</p> <p>ÿ - - - - as in pit'ÿ.</p> <p>ÿ - - - - as in flÿ.</p> <p>ōō - - - - as in mōōn.</p> <p>ōō - - - - as in gōōd.</p> <p>ou - - - - as in out.</p> <p>oi - - - - as in oil.</p> <p>ñ=ng - - - as in inķ.</p>
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Silent letters are italicized. Certain vowels, as *a* and *e*, when obscured, are also italicized.

WORD LIST.

This list includes all the words used in The Holton Primer. In order to make the list of greater value to the teacher, the words are arranged not alphabetically but by pages in the order of their appearance. The diacritical markings agree with the latest edition of Webster's International Dictionary.

Page 4		
sēe	10	16
thē	this	leaves (lēvz)
bā' bý	cān	āre
is (Iz)	trōt	vēr' ý
pretty (prīt' tỳ)	11	wīnd
like	A review lesson.	rōcks
5	12	sings (sīngz)
Kīt' tỳ	gōld' en-rōd'	17
my (mī)	drēss	tōō
jūmp	yēl' lōw	your (ŋr)
6	sūn' shine	ānd
plāy	13	18
blāck	nāme	mōrn' īng
it	tāll	apple (āp' p'l)
7	grōw	ēat
bow-wow (bou'-wou')	by (bī)	māy
ām	rōad' sīde	19
dōg	14	mother (mūth' ēr)
gōōd	līt' tle (t'l)	boys (boiz)
8	ās' tēr	girls (gērlz)
Jāck	brōōk' sīde	20
hē	do (dōō)	nice (nīs)
to (tōō)	you (ŋ)	swēet
come (kūm)	15	who (hōō)
9	mā' ple (p'l)	wīll
hōrse	lēaf	buy (bī)
rīde	ōn	21
mē	trēe	rōll
fāst	hāve	catch (käch)
	rēd	thrōw

Page 22
milk' wēed
seeds (sēdz)
in
pōd
wings (wīngz)
fly (flī)

23
blōw
sēll
rūn

24
wē
where (hwār)
nō
what (hwōt)
tails (tālz)

25
brown (broun)
chēst' nūt

26
A review lesson

27
Blackboard lessons.

28
rāb' bīt
lōng
ears (ērz)
shōrt
grāss
Būn' nŷ

29
lŷt
listen (lŷs' 'n)
ā wāy'

30
bush' ŷ
climb (klīm)
crack (krāk)
squirrel (skwēr' rēl)

31
gō' īng
nēst

32
has (hāz)

33
To be read to pupils.

34
spīn
caterpillar (kāt' ēr pl' lēr)
cradle (krā' d'l)

yēs
slēep
nōt
please (plēz)

35
crawl (krāl)
wōō-wōō-wōō
dēar

36
māde
ōld
wīn' tēr
gōōd-by (bī')

37
birds (bērdz)
they (thā)
fār
sūn' nŷ
South
wārm

38
wāke
ŷp

39
A blackboard lesson.

40
A review lesson.

41
Mr. Milk' man
quart (kwārt)
thānk

42
hēar
Nōrth
gēt

43
hō
Jāck Frōst
bīte
hārd
flowers (flou' ērz)
cold (kōld)
lives (līvz)

44
hēl lō'
dīd
lāst
nīght
fāl
thāt
cry (krī)
ōr
māke

45
fūn' nŷ
fēl' lōw
ōh
ā slēep'
īts

46
how (hou)
bīg
beār
tīme

47
Nēd
hīm
sō
said (sēd)
was (wōz)
glād
gōne

Page 48

fǎ' thěr
tǎst' ěd
of (ǒv)
soup (sǒǒp)
eaten (ĕt' 'n)

49

sǎt
châtr
brōke
been (bĕn)
bĕd
now (nou)

50

Mǎ' rŷ
bĕ
Frānk
Nĕll
sĭt
hōme
sāy
áft' ěr

51

new (nŭ)
gāve

52

tŭr' keŷ
gǒb' ble (b' l)
á frǎid'
thǎnk's' gĭv' ĩng

53

hǎp' pŷ
to-day (tǒǒ-dǎ')
tĕll
why (hwĭ)
give
Gǒd
fōr
fǒǒd

54-55

To be read to pupils.

56

hŭr rǎh'
snōw
fŭn
white (hwĭt)

57

snōw' bǎll
captain (kǎp' tĭn)
lĕt
ŭs
mŭst
round
large (lǎrj)

58

fǎt
hǎ
hâtr
pŭt
çap (kǎp)
lǒok

59

fōrm
line

60

Christmas (krĭs' mas)
coming (kŭm' ĩng)
Sǎn' tǎ Claus (klǎz)

61

beaŭ' tĭ fŭl
bōrn
á gŏ'
love (lŭv)
Christ Child (krĭst)

62

sleigh (slǎ)
reindeer (rǎn' dĕr)
wǎnt

63

Blackboard lessons.

64

mĕr' rŷ
came (kǎm)
dǒll

65

shǎll
New Yĕar (nŭ)
thĭnk

66

bells (bĕlz)
ring

67

Hiawatha (hĕ á wǎ' thá)
with
his (hĭz)
grǎnd' mother (mŭth' ěr)
wĭg' wam (wǒm)
Bĭg-Sĕa-Wǎ' tĕr

68

shŏot

69

Memory gems.

70

house (hous)
Ĕs' kĭ mŏ
ĭn' to (tŏǒ)
fŭr
kĕeps

71

ǎn
slĕd
drǎw

72

vǎl' ěn tĭne

73

blĭe
our
flǎg
wǎve

Page 74
A review lesson.

75
Märch
kites
high

76
mär' bles (b'lyz)
bäg
fulł

77
Ā' prll
rāin
rāp'-tāp-tāp
brings (brīngz)

78
circus (sēr' kūs)
səw
monkeys (mūn' kīz)
Jūm' bō
pōp corn (kōrn)

79
hōt
būt' tēred
five
cents (sēnts)

80
āt
hād
rāng
rān

81
tēn

82
Puss' y Wil' lōw
hōōd
call (kəl)

83
thing
čar' l'y
spring
knōw
frōm

84
rōb' in
brēast
sāng
chēer-ūp'
tōld

85
two (tū)
sōng
sky (skī)

86
built
worms (wūrmz)
fēed
thēm
hūn' gr'y
many (mēn' y)

87
find
heads (hēdz)
ūn' dēr

88
vī' ō lets (lētz)

89
A review lesson.

90
swing

91
Blackboard lessons.

92
hēre
frōg

mouth
ūmp

93
A review lesson.

94
hēn
shē
chīck' ēn
some (sūm)

95
out

96
lāmb
hēr
wish

97
fēll
Hēn Pēn

98
eyes (īz)
hēard
piece (pēs)
Tūr' key Lūr' key

99
Foxy Loxy
(fōks' y lōks' y)

100
No new words.

101
dēn
nēv' ēr

102
close (klōz)
downy (doun' y)
lie
down (doun)

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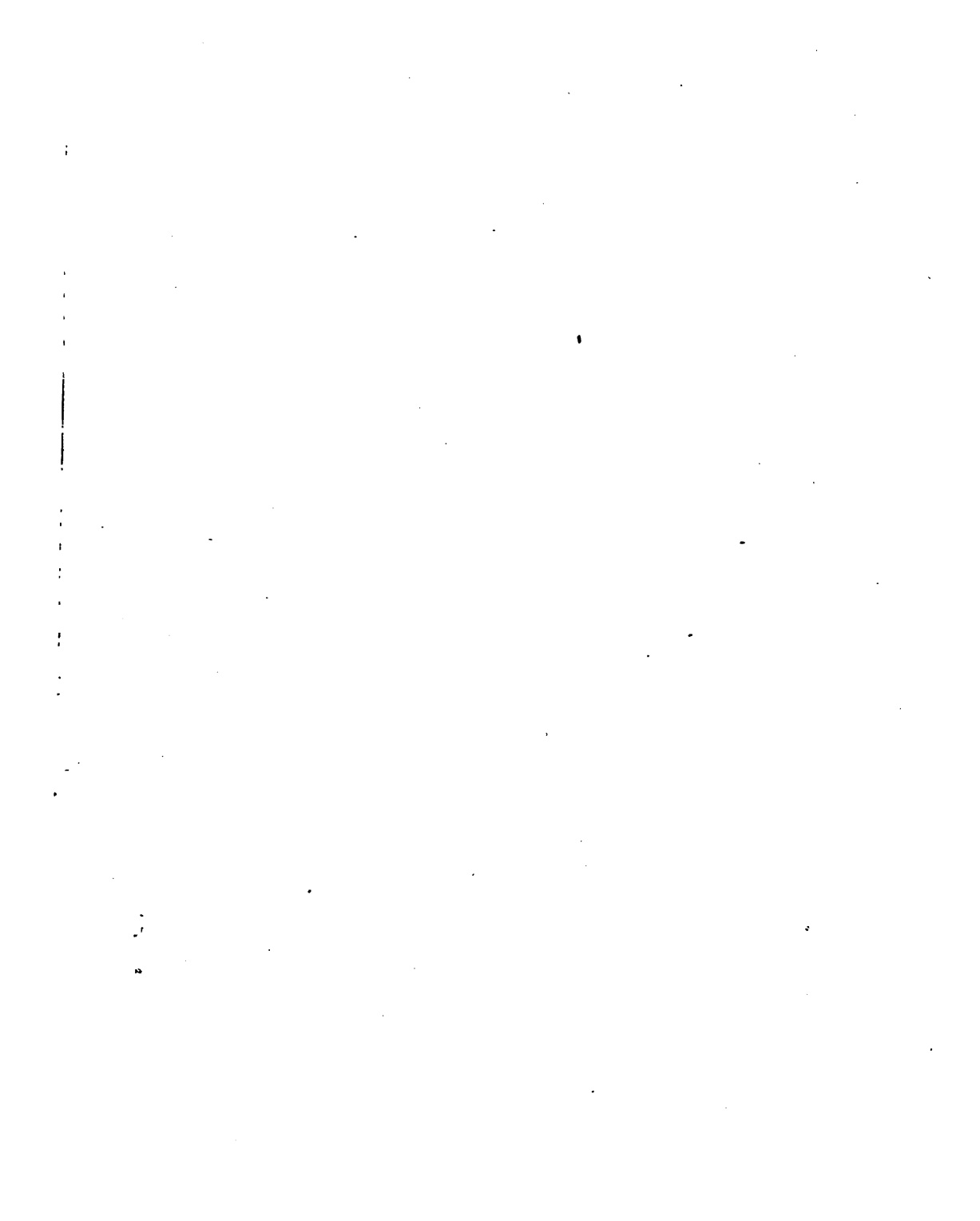
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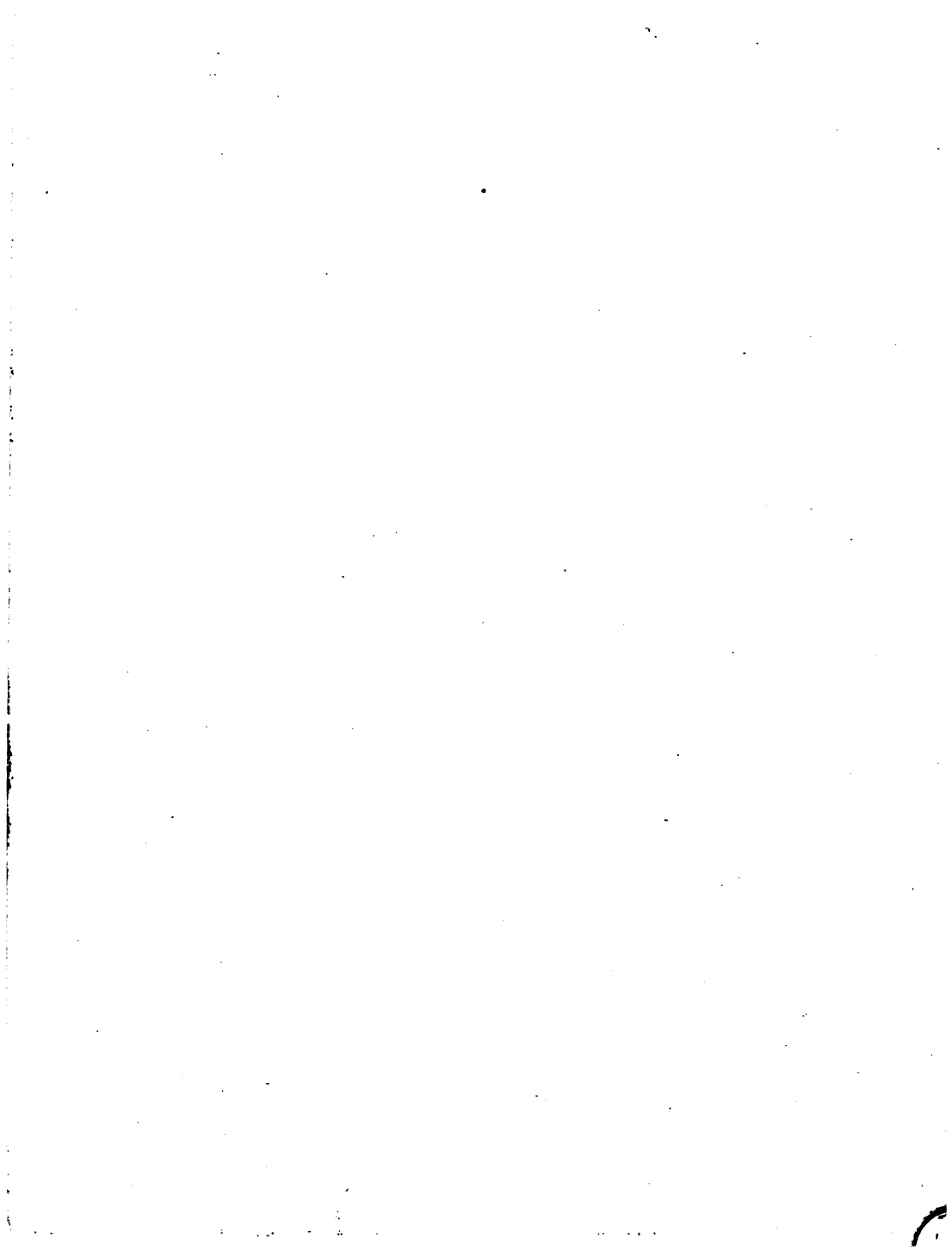



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